

Inspection of Bizzy Bees Pre-School

Wootton Village Memorial Hall, Bedford Road, Bedford MK43 9JB

Inspection date: 11 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children eagerly arrive at the pre-school and demonstrate that they feel safe, happy and emotionally secure. They form close bonds with all staff, including their key person, and make friends with others. Children are enthusiastic learners and become quickly absorbed in their play.

Staff actively encourage children to develop their independence and sense of responsibility. Children behave well and are taught the importance of being respectful to others, to share and take their turn. Children receive praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task. Children proudly share their dough creations and the marks they make on paper and envelopes in the 'office'. They explain that the marks on paper represent words such as 'mummy'. Older children can write their name.

Children thoroughly enjoy exploring the 'sand garden'. They pretend to bury treasure in the sand and eagerly demonstrate how they can balance and move across the cable drums and tyres. They have fun and laugh as they wobble, before stretching out their arms to steady themselves. Children immerse themselves in imaginary play. They handle knives to cut real vegetables and make pots of tea using cold water and real tea bags, before serving this to their friends.

What does the early years setting do well and what does it need to do better?

- The manager and the staff team provide good quality care and learning experiences. They structure the curriculum to support and build on what the children know and can already do. The manager values everyone's contribution to the pre-school and places a strong emphasis on the staff's well-being. There is a strong team spirit. Staff regularly attend training to enhance their existing good knowledge and are continually looking at ways to improve the pre-school.
- As children play, staff support their learning well. Staff make ongoing assessments of children's achievements. Consequently, they know the children well and understand their developmental needs and interests. However, on occasions, staff do not always make the most of opportunities that arise to extend and challenge children's learning.
- A welcoming and friendly atmosphere greets all children and their families. The partnership with parents is good. During the pandemic the manager and staff have maintained effective ongoing telephone contact with the children and their families. They have recorded stories and suggested activity ideas. Consequently, transitions back into the pre-school have been successful.
- Staff provide effective support for children in receipt of early years pupil premium and children who speak English as an additional language. Additional

funding has been used to buy resources to develop children's communication and language skills. This has effectively supported children to develop their vocabulary. Older children confidently use language to describe what they are doing.

- Staff effectively support children with special educational needs and/or disabilities. They work closely with the child's family and other professionals. Achievable targets are set to promote the children's ongoing care and progression in their development.
- Staff have adapted daily routines, in view of COVID- 19 (coronavirus), to ensure the good health of the children attending. Alternative drop-off and collection arrangements are in place. Parents are currently not allowed in the building and children regularly sanitise their hands. Staff provide children with a variety of healthy foods for their snack and encourage physical activity.
- Staff promote children's interest in books and familiar stories. Children readily choose their own book and sit quietly in the cosy book area. Older children narrate stories as they look at the pictures and younger children learn how to handle books appropriately.
- Children demonstrate that they are ready for the next stage of their education. Every opportunity is provided to support children's developing independence and their understanding of the importance of good behaviour. Children confidently access activities. They talk to other adults and learn to listen. The manager makes links with local schools to ensure continuity in the children's care and learning when the time comes to move on.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help protect children from harm. The manager effectively liaises with outside agencies, helping to support children and their families when the need arises. Staff complete regular training to strengthen their knowledge of safeguarding issues. They complete daily checks to ensure the premises and outdoor area are safe and secure. The manager follows secure recruitment procedures and ensures essential background checks are completed to ensure staff are suitable to work with children. Induction is effectively used to support staff to understand their roles and responsibilities.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to better recognise and make more effective use of spontaneous opportunities to extend and challenge children's learning.

Setting details

Unique reference number	EY556019
Local authority	Bedford
Inspection number	10174851
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	51
Name of registered person	Bizzy Bees Pre-School CIO
Registered person unique reference number	RP556018
Telephone number	01234 767785
Date of previous inspection	Not applicable

Information about this early years setting

Bizzy Bees Pre-School registered in 2018. The pre-school employs eight members of staff. Of these, seven members of staff hold appropriate qualifications at level 2 or above. The pre-school operates during term time only, from Monday to Friday. There is an optional breakfast club that operates from 8.15am until 9am. The main session starts at 9am until midday and there is an optional lunch club from midday until 12.45pm. The afternoon session runs from 12.45pm until 3.45pm.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children during indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- The inspector held discussions with the nominated individual of the committee, the manager, deputy, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and the manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum is organised.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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